

1973

Ed.D. Program for Community College Faculty [1973]

Nova University

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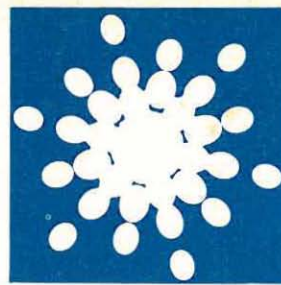
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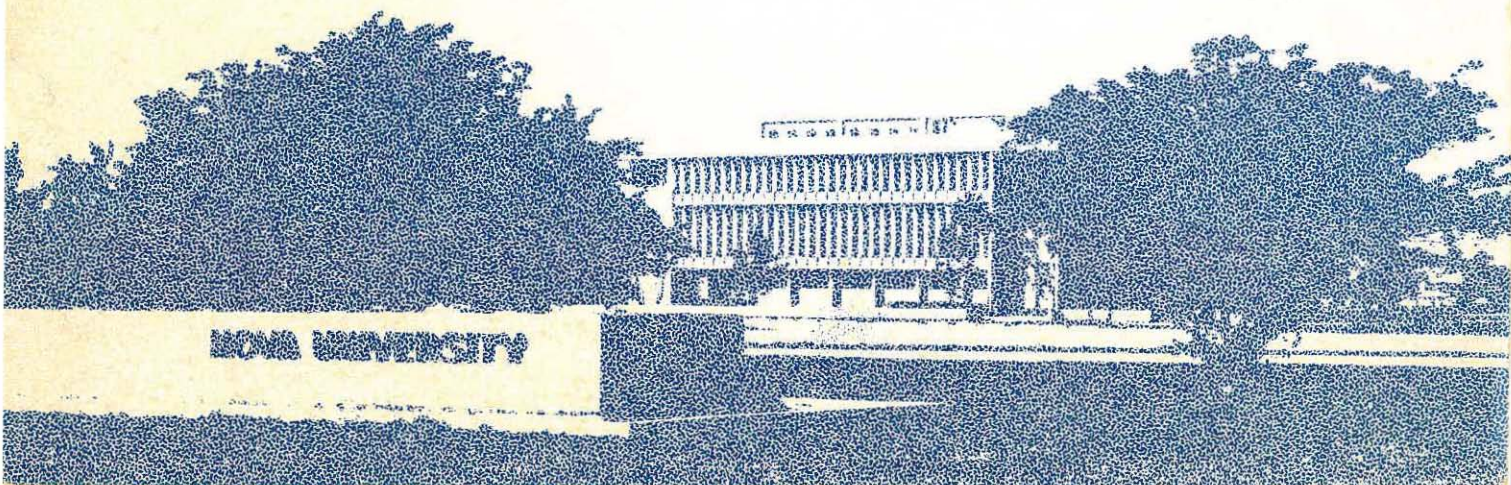
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Ed.D. Program for Community College Faculty



...a new concept in graduate
education for the faculty and
administration of community colleges.



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AN OVERVIEW

Nova University was chartered in 1964 as a graduate university. It became affiliated with the New York Institute of Technology in 1970.

The National Ed.D. Program for Community College Faculty is one of three off-campus programs available through Nova's Center for Professional Development. The Center also offers the National Ed.D. Program for Educational Leaders and the D. P. A. and M. P. A. Graduate Programs in Public Administration.

Degrees offered to students on-campus are: Ph.D. in Behavioral Science; Ph.D. in Biological Science; Ph.D. in Physical Oceanography; Juris Doctor; M. S. in Administration and Supervision of Educational Systems; M.S. in Early Childhood Education; M.S. in Counseling and Guidance; and M.S. in Learning Technology.

Nova University is chartered by the State of Florida. In 1971 it was accredited as a special purpose (graduate) institution by the Southern Association of Colleges and Schools.

The Southern Association had spent three years studying "non-traditional study programs" and, thus, was receptive to external degree proposals in December, 1971. The program was announced to the Education field in June, 1972. By November of 1972, seven clusters were in operation. There are now 26, and by January of 1975 there will be approximately 30.

The Nova Program is under continual evaluation by both internal and external bodies. A summative evaluation by the Associated Research Corporation will be completed by September, 1974.

The following sections describe the substantive areas, the practicums, and the Summer Institute. Throughout, details are given on the persons involved—cluster coordinators, national lecturers, institute contributors and central staff. A separate participant directory is available upon request. Detailed administrative information is included with regard to admission, costs and future program plans.

Nova University is a private, non-sectarian, non-profit, racially non-discriminatory institution.





INTRODUCTION

*a program that is geared to
the unique requirements of community colleges*

Nova University is offering an off-campus doctoral program designed specifically for qualified community college teachers, counselors, student personnel services staff and administrators. The program is also available to a limited number of counselors, administrators and student personnel staff members in four-year colleges and universities. Three areas of specialization are offered: Administration, Behavioral Sciences, and Curriculum and Instruction.

In recognition of the fact that no longer must universities be walled situations to which students must systematically present themselves, Nova University has expanded beyond its physical boundaries. It is now exporting its degree programs to the students' home environments. The rigorous program, with its emphasis on excellence and innovation, calls upon the dedication and tolerance for ambiguity that defines the exceptional student.

Compelled also by the patent need to increase the number of professional educators trained to implement effective learning in colleges, Nova has responded with

an off-campus Ed.D. program. The structure of the program makes it possible for community college educators to maintain their current employment, augment their professional skills and work toward a doctoral degree at the same time.

The program is especially geared to the unique situation of community and junior colleges. Through involvement with institutional research projects and the program curricula, it should be possible for participants to become more responsive to the needs of their institutions.

An opportunity to grapple with the real problems existing in education today is provided through the demanding requirements of the practicums and the Major Applied Research Project. Educators enrolled in Nova's program continuously monitor the educational environment through peer, student, superior and self-evaluation.

In order to mitigate the prevailing provincialism that seems to permeate educational institutions, a national perspective is incorporated into the organization of the program. A primary underpinning of the program structure is the goal of searching out ways of introducing the use of national resources into local educational considerations. Another thrust of the off-campus program is to alter the consciousness of educators by producing contemporary and useful forms of education.

PROGRAM OBJECTIVES

1. To make higher forms of graduate education accessible to employed professionals who otherwise would have little opportunity to pursue an advanced degree while remaining employed. Program objectives can only be reached by participants who are working full time in community colleges or who hold other positions in higher education that deal with the community college student.
2. Provide in-service training experiences which emphasize the unique goals and functions of community and junior colleges.
3. To provide a means for bringing to bear the scarce national talents of community college leaders in universities throughout the country in a coordinated effort wherever clusters are located.
4. To produce an informed set of leaders who are involved with the community college movement on a national scale.
5. To foster changes (improvements) in institutions of higher education through practicums and institutional research projects conducted by participants.

MODULES OF STUDY

The first part of the program comprises six modules of study. Each of these modules is designed to enable the community college leader to reach a high level of proficiency in structuring the learning environment so that students learn more efficiently and effectively.

The following modules are now operative:

- (1) Curriculum Development in Higher Education
- (2) Applied Educational Research and Evaluation
- (3) College Governance
- (4) Learning Theory and Applications
- (5) The Educational Policy Systems in Higher Education
- (6) Societal Factors

In addition to the six core modules, each participant in the program must successfully complete the third year requirements.

THIRD YEAR

The third year is designed to enable each participant to explore several new horizons. The objectives for each participant are:

- (1) Ascertain the extent of impact he/she has had on the community college.
- (2) Make a significant contribution to the literature on the community college.
- (3) Advance significantly in the area of specialization.
- (4) Develop competence in the conduct of and reporting of applied research.

To assist in accomplishing the objectives, each participant will be expected to complete satisfactorily three requirements:

- (1) A Major Applied Research (MRP) Proposal.
- (2) A detailed evaluation of his/her total doctoral program.
- (3) A Major Applied Research Project (MRP).

GRADING PROCEDURE

The program operates on a PASS / NO PASS basis. Participants receive an IN PROGRESS mark whenever work is not completed by specified target dates.

MODULES OF STUDY

Course Descriptions, Objectives and National Lecturers

Curriculum Development in Higher Education

COURSE DESCRIPTION

This module encompasses the interrelation of curriculum and teaching; human growth and educational development; theories of curriculum planning and design; leadership and curriculum change; the school as a socializing agency; organization of learning experiences; cultural pluralism and educational alternatives; the individualization of instruction; commu-

nity surveys; advisory groups; faculty participation; educational media; computer instruction; principles of programmed instruction; management by objectives; systems theories in education; behaviorally specified objectives; construction of input-output instructional models; behavioral systems; information processing; administration of instructional programs.

OBJECTIVES

1. The participants in teaching positions will be able to use the systematic approach to instruction as defined in this course.
2. The participants who supervise instruction will be able to direct the use of the systematic approach to instruction as defined in this course.
3. The participants who are in student personnel work will be able to serve on a systems team and explain to students the systematic approach to instruction as defined in this course.



Barton R. Herrscher, is a National Lecturer in Curriculum Development in Higher Education. He received a B.A. degree from Harris Teachers College, a Masters of Education degree from Southern Methodist University and an Ed.D. degree from the University of California at Los Angeles. He was an Assistant Dean of Students at the University of California at Los Angeles from

1964 to 1968, Program Associate at the National Laboratory for Higher Education, Durham, North Carolina from 1968 to 1971 and President of Mitchell College, Statesville, North Carolina from 1971 to 1974. He subsequently served as an instructor at Southern Methodist University and St. Louis Junior College. He has numerous publications, has received many honors and awards and has served as a consultant to over twenty-five colleges, universities and school districts. Dr. Herrscher is also a Major Applied Research Advisor.

Contact: 4101 Medical Parkway, Suite 109, Austin, Texas 78756
(512) 451-8249



John Edward Roueche, a National Lecturer in Curriculum Development in Higher Education, is Director and Professor, Community College Leadership Program at The University of Texas at Austin. He received a A.B. degree from Lenior-Rhyne College, a Master of Arts degree from Appalachian State University and a Ph.D. degree from the Florida State University. He was Assistant

lege Information at the University of California at Los Angeles. He was Director, Community College Division of the National Laboratory for Higher Education (formerly RELCV); Director of the Institute on Junior College Administration, Duke University and also served as Adjunct Professor of Education at Duke University, North Carolina State University and College of William and Mary from 1969 to 1972. He has received many awards for his outstanding work in education. He has published more than seventy books and articles and has served more than two hundred fifty colleges, schools and organizations as a consultant. Dr. Roueche is also a Major Applied Research Advisor.

Contact: College of Education, The University of Texas, Austin, Texas 78712 (512) 471-7551



Dayton Y. Roberts, a National Lecturer in Curriculum Development in Higher Education, is Professor of Higher Education at Texas Tech University, Lubbock, Texas. He has studied at Tulane University, Michigan State University and Harvard University and received his B.A., M.A. and Ph.D. degrees from Florida State University. He is a former Kellogg Fellow, has been a Department Head at

of Higher Education at Appalachian State University and from 1965 through 1968 he served as State Director of Academic Affairs for the Florida Junior College System. From 1968 to the fall of 1973 he was Associate Professor and Associate Director of the University of Florida's Institute of Higher Education. He has served as a consultant to more than 100 community junior colleges and four-year colleges throughout the Central States, Puerto Rico, the Dominican Republic, Panama and Colombia, South America. He has also published more than thirty books and articles. Dr. Roberts is also a Major Applied Research Advisor.

Contact: Department of Higher Education, Texas Tech University, Lubbock, Texas 79409 (806) 742-2148

Winthrop College in South Carolina, Assistant to the President at Broward Community College in Florida, visiting Professor



College Governance

COURSE DESCRIPTION

The Governance module considers theories of administration, role of the administrator; organization and structure, legal provisions determining objectives and functions; recruitment of staff; formulation of personnel policies; supervision; academic freedom; participation of faculty in decisions; role of academic rank; admission policies; counseling and guidance

of students; student personnel services; budgetary control; expenditures; sources of support; plant planning; maintenance of plant; developing community relationships; providing community services; trends in administration; international community college programs.

OBJECTIVES

1. To acquaint students with major extant college and governance models and develop an understanding of their respective strengths and weaknesses with particular reference to institutional goals and faculty, student, administrator and trustee roles.
2. To acquaint students with accountability models applicable to community colleges and develop an understanding of the usefulness and limitations of these models in the governance process.
3. To acquaint students with basic concepts and theory of administration and management, social systems, motivation, social groups, perception and roles and develop an understanding of how they relate to the process of community college governance.



chology instructor and counselor at Long Beach City College, Long Beach, California from 1954 to 1958; and Assistant Director, Office of Relations with Schools, University of California

James H. Nelson, a National Lecturer in College Governance, is Professor of Administration and Higher Education at Michigan State University. He received his B.A. and M.P.S. degrees from the University of Colorado and an Ed.D. degree from the University of California at Los Angeles. He was a counselor, psychometrist and psychology instructor at Stephens College, Columbia, Missouri from 1952 to 1954; psy-

from 1958 to 1961. He served as Dean of Instruction, Dean of Student Personnel and Director of Research with Orange Coast College District, Costa Mesa, California from 1961 to 1967. 1967 to 1970 Dr. Nelson was President of Waubonsee Community College, Sugar Grove, Illinois. He served as Visiting Scholar and Visiting Fellow at the National Center for Higher Education Management Systems, Boulder, Colorado and received a Post Doctoral Fellowship with Battelle Memorial Institute in Columbus, Ohio. He has published several articles and currently has in progress two books. Dr. Nelson is also a Major Applied Research Advisor.

Contact: Department of Administration and Higher Education, Michigan State University, East Lansing, Michigan 48823 (517) 355-6617



has also served UCLA as Visiting Associate Professor of Higher Education and Associate Director of the Junior College Leadership Programs. From 1963 to 1972 he was Associate Director,

Frederick C. Kintzer, a National Lecturer in College Governance, received his B.A. degree from the University of Washington, and Master of Arts and Ed.D. degrees from Stanford University. He is Vice-Chairman of the Department of Education and Associate Professor of Higher Education and Director of the Community College Leadership Program at the University of California at Los Angeles. He

Office of Relations with Schools, in charge of programs concerned with transfer relations between the University of California and the California Community Colleges. He has served as Consultant in Junior College Education in Kenya, and during 1968 to 1969 academic year, was advisor to the Ceylon Government for the establishment of a junior college system in that country.

He has served as President of two of Washington State's junior colleges, has written widely on the two-year college, served as consultant on administration reorganization for several California, Colorado and Kansas Community College Districts, Professor in the College of Education, Arizona State University, Tempe, three summers at the University of Nevada, Las Vegas, and for one summer at North Carolina State University, Raleigh. Dr. Kintzer is also a Major Applied Research Advisor.

Contact: 1123 Pine Street, Santa Monica, California 90405



Max R. Raines, a National Lecturer in College Governance, is Professor of Administration and Higher Education at Michigan State University. He received his B.A. degree from DePauw University, an M.S. degree from Indiana University, and a Ph.D. degree from Michigan State University. He has served as Counselor of Men at the University of Tulsa, Director of Counseling and Counselor

Training at Appalachian State University, Dean of Students at Flint Community College, Staff Director of the Carnegie Study on Junior College Student Personnel Programs before joining the Michigan State University staff in 1965. He has edited a book of readings on the community college with William Oglivie, written a number of monographs and journal articles. Most recently he has served as Director of the Kellogg Community Sciences Program at Michigan State University. Dr. Raines is also a Major Applied Research Advisor.

Contact: Department of Administration and Higher Education, 425 Erichson Hall, Michigan State University, East Lansing, Michigan 48823 (517) 355-1855



Louis W. Bender, a National Lecturer in College Governance, is Professor of Higher Education at Florida State University. He received a B.A. degree from Moravian College and his Master of Arts and Ed.D. degrees from Lehigh University. He served from 1951 to 1962 the public schools in Pennsylvania, New York and New Jersey as teacher, counselor, director of

guidance and principal. From 1963 to 1965 he was Assistant County Superintendent of Bucks County Public Schools, Bucks

County, Pennsylvania and during the following five years Dr. Bender served the Department of Education, Harrisburg, Pennsylvania as Director of the Bureau of Community Colleges ('65-'68), as Acting Assistant Commissioner for Higher Education ('68-'69) and Assistant Commissioner for Higher Education ('69-'70). He has also served as a consultant to several community colleges, Regional Accrediting Associations and educational organizations, as well as serving on many boards, councils, and professional advisory committees. He has written several articles and books and delivered a number of keynote addresses at Higher Education and Community Junior College Conferences. Dr. Bender is also a Major Applied Research Advisor.

Contact: 2113 Gibbs Drive, Tallahassee, Florida 32303



William Moore, Jr., a National Lecturer in College Governance, is Professor of Education at Ohio State University. He received a B.A. degree from Stowe Teachers College, and his Master of Education and Ph.D. degrees from St. Louis University. He was a classroom teacher, reading clinician and principal, Bancker District in St. Louis, Missouri from 1952 to 1966. From 1966 to 1969 he was Associate dean

at Forest Park Community College, St. Louis, Missouri and from 1969 to 1972 he served as President of Seattle Central Community College, Seattle, Washington. He has numerous publications and has lectured and acted as consultant with more than 300 two-year and four-year colleges. Two of his latest books are *Blind Man on a Freeway: The Community College Administration*, and *Black Education in White Colleges: Progress and Prospect* both published by Jossey-Bass Publishers, Inc., 1971 and 1973 respectively. Dr. Moore is also a Major Applied Research Advisor.

Contact: College of Education, Ohio State University, Columbus, Ohio 43210 (614) 422-2574



Richard C. Richardson, Jr., a National Lecturer in College Governance, is President of Northampton County Area Community College and Adjunct Professor of Higher Education at Pennsylvania State University. He received a B.S. degree from Castleton State College, an M.A. degree from Michigan State University, and a Ph.D. degree from the University of Texas. From 1958 to 1961 he was an

Instructor of Social Studies and Counselor at Vermont College, Montpelier, Vermont. He served the St. Louis-St. Louis County

Junior College District from 1963 to 1967, first as Dean of Student Personnel Services at Meramec ('63-'64) and then as Dean of Instruction at Forest Park ('64-'67). Dr. Richardson has received several honors including an Honorary Doctor of Letters from Lafayette College, Eastern Pennsylvania. He has published many articles and books and has served as a consultant to numerous colleges and universities. He is a member of the American Association for Higher Education, the American Council on Education and has served on the Board of Directors of each. In 1972 he was a member of the Advisory Committee on Open University for the Pennsylvania Department of Education.

Contact: Northampton County Area Community College, Bethlehem, Pennsylvania 18017 (215) 865-5351



Dale Tillery, a National Lecturer in College Governance, is Professor of Higher Education and Senior Research Educator at the Center for Research and Development in Higher Education at the University of California at Berkeley. In the first capacity he directs programs in Community College Education, and in the second he is completing his directorship of SCOPE. He received an A.B.

degree from the University of Chicago, a Master of Arts and a Ph.D. from the University of California at Berkeley. He has served as teacher, counselor and Dean of Instruction, and as

Director of the Junior College Graduate Internship Program; in Contra Costa College, and the University of California at Berkeley respectively. He was a Fulbright Professor at Pierce College, Athens, Greece from 1955 to 1956. During his recent sabbatical study he gained new understanding of alternative approaches to the transition from elite to mass higher education by studying such transition in Great Britain and in Sweden. Equally useful was his role as member of the USA delegation to the OECD conference in Paris on the Future Structures of Post-secondary Education. He has published many books and articles and most recently has authored several books which are widely used in university programs including those of Nova University. Dr. Tillery is also a Major Applied Research Advisor.

Contact: Department of Higher Education, University of California at Berkeley, Berkeley, California 94720 (415) 642-6000



Applied Educational Research and Evaluation

COURSE DESCRIPTION

In this module the participant will cover statistical inference; use of statistical methods and tests; experimental research design; educational assessment; theories of accountability; formative and summative

evaluation; institutional research; study of campus and community environment; planning and execution of research studies; collecting and using data.

OBJECTIVES

1. Identify a researchable problem
2. Prepare a research proposal
3. Select appropriate research tools and methods
4. Identify different kinds of variables useful in his/her own research or that of others
5. Prepare a research report or otherwise communicate research findings
6. Draw reasonable conclusions from research results
7. Evaluate research performed and reported by others
8. Comprehend the roles of institutional research and instructional research in a community college



George M. Barton, a National Lecturer in Applied Educational Research and Evaluation, is the Director of Instruction of the Nova University Ed.D. Program for Community College Faculty. He received a B.S. degree from Florida Southern College and his Master of Education and Ed.D. degree from the University of Florida. He taught at the University of Florida, Gainesville, Florida, from 1960

to 1961; he was Director of Student Personnel at Daytona Beach Junior College, Daytona Beach, Florida from 1962 to 1966, Program Director, Junior College Programs at Educational Testing Service, Princeton, New Jersey from 1966 to 1968;

and from 1968 to 1969 he was the Dean of Student Affairs at Essex County College, Newark, New Jersey. From 1969 to 1973 he served Hillsborough Community College, Tampa, Florida as Director of Institutional Research, Collegium Dean and Dean of Educational System. He has been a consultant and speaker at many national workshops and Innovation Institutes. He has served on several national committees, the current assignment being a member of the Outcomes of High Education Task Force of the National Center for Higher Education Management Systems.

Dr. Barton is the author of a number of articles and books; has served as Adjunct Professor of Research and Evaluation at the University of South Florida, Tampa, Florida and Nova University. He is also a Major Applied Research Advisor.

Contact: Ed.D. Program for Community College Faculty, Nova University, Fort Lauderdale, Florida 33314 (305) 587-6660



R. F. Mines, a National Lecturer in Applied Educational Research and Evaluation, is Dean of Research and Planning at Miami-Dade Community College. He received a B.S. degree, two master degrees and his Ph.D. degree from the University of London. He has also studied at the University of British Columbia, the University of Saskatchewan, the University of Wisconsin and the University

of Miami. From 1946 to 1948 he was Director of the Testing Bureau and Assistant Professor of Psychology and Education, Lawrence University, Appleton, Wisconsin. He was Associate Professor of Clinical Psychology, Medical College of Georgia, Augusta from 1948 to 1950 and from 1950 to 1958 he served as Chief Psychologist and Director of Research for State Hos-

pitals, Raleigh, North Carolina. He has also served as Regional Director of Program Development, State Department of Health and Welfare, Juneau, Alaska (1958-1963); Director of Client Services, W. R. Simmons and Associates Research, Inc., New York (1963-1967); Director of Client Service, National Analysts, Inc., Philadelphia (1967-1968); from 1968 to 1970 was Dean of Institutional Development, Essex County College, Newark, New Jersey. Dr. Mines has been a Visiting Professor at the University of British Columbia, the University of Idaho, the University of Alaska and the University of Wisconsin. He is author of over one hundred published articles in such publications as: Saturday Review, Atlantic Monthly, Harpers and others. He has authored three books and co-edited two textbooks in environmental education. Dr. Mines is a founder and secretary of the National Association for Environmental Education.

Contact: Central Administration, Miami-Dade Community College, Miami, Florida 33156 (305) 274-1381



Bruce W. Tuckman, a National Lecturer in Applied Educational Research and Evaluation, is Professor of Education at Rutgers University. He received a B.S. degree from Rensselaer Polytechnic Institute and his Master of Arts and Ph.D. degrees from Princeton University. Prior to his appointment at Rutgers he was Research Psychologist at the Naval Medical Research Institute, Bethesda,

Maryland. Since entering education, his work has been in four major areas: 1. research, evaluation and measurement; 2. instructional systems; 3. career development; and 4. teacher behavior. He has published several books and articles in each area, has served as a consultant and has received many writing awards. Dr. Tuckman is also a Major Applied Research Advisor.

Contact: School of Education, Rutgers University, New Brunswick, New Jersey 08903 (201) 247-1766



Earl F. Hughes, a National Lecturer in Applied Educational Research and Evaluation, is an Associate in the Behavioral Science Center at Nova University. He received an B.S. degree from Winona State College, an M.N.S. degree from the University of South Dakota and a Ph.D. degree from Nova University. His experience includes four years in the Minnesota Public School System and two years as an

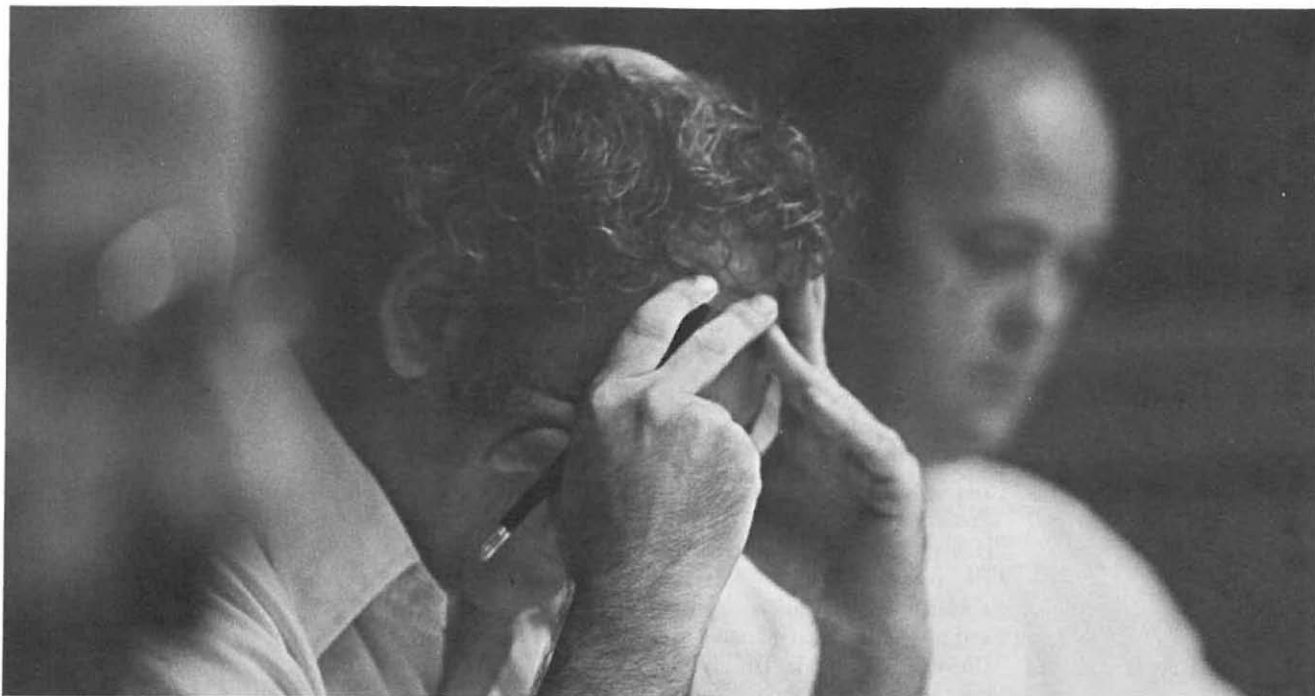
Assistant Professor at the University of Wisconsin, at La Crosse. He has published articles on computer solutions to Applied Statistical Techniques and has been the evaluator on various school system programs over the last five years. His major research interest is in the development of comprehensive evaluation and information systems for educational institutions.

Contact: Nova University, Fort Lauderdale, Florida 33314 (305) 587-6660

Ferdinand (Fred) Dagenais, a National Lecturer in Applied Educational Research and Evaluation, is with the Office of Health Sciences Education, School of Medicine, University of California at San Francisco. He received a B.A. degree, an M.A. degree and a Ph.D. degree from the University of California at Berkeley. He has served as an Accelerator Operator, Lawrence Radiation Laboratory, University of California at Berkeley; as Head, Data

Preparation Department and as a Budget Analyst, Educational Testing Service; and as a Teaching Associate and Research Assistant to Professor Leonard A. Marascilo at the University of California at Berkeley.

Contact: School of Medicine, University of California, San Francisco, California 94143 (415) 666-9000



Learning Theory and Applications

COURSE DESCRIPTION

This module covers learning research, hierarchical theories, cognitive and affective development, developmental and normative studies in learning theory; reasoning and problem-solving learning; memory and

thought; behavior modification; comparative theories of learning disabilities; interface of learning theory and cognitive objective taxonomy.

OBJECTIVES

1. Obtain a fundamental knowledge and understanding of the major theories of learning.
2. Acquire new techniques for the management and assessment of learning and develop the ability to apply these within the community college.
3. Become acquainted with the particular characteristics of the adult learner and their implications for learning.
4. Recognize the relationships between personality variables and learning.



Doil D. Montgomery, a National Lecturer in Learning Theory and Applications, is Assistant Professor of Experimental Psychology at Nova University. He received his A.A. degree from Diablo Valley College, a B.A. degree from Sonoma State College, a Master of Arts degree from State University of New York at Stony Brook and his Ph.D. degree from West Virginia University. He

has served as Teaching Assistant and Instructor of General and Experimental Psychology at State University of New York, Instructor and Teaching Fellow at Alderson-Broaddus College and Director, Animal-Learning Laboratories, Nova University. He has taught many psychology and motivation courses and has written several articles related to these subjects.

Contact: Nova University, Fort Lauderdale, Florida 33314 (305) 587-6660



John M. Flynn, a National Lecturer in Learning Theory and Applications, is Associate Professor of Educational Psychology at Nova University. He received a B.S. degree, a Master of Education degree and an Ed.D. degree from the University of Florida. Dr. Flynn has, since 1967, served Nova University in several areas including Director of the Computing Center. Prior to that

time he was at the University of Florida as an Interim Instructor of Data Processing, a Research Associate in a Parent Education Project and an Adjunct Professor of Educational Testing ('66-'67). He has also been a consultant to many schools and school districts in Florida and to the Eastern Kentucky Educational Development Council in Ashland, Kentucky. Dr. Flynn has published many articles and was the author of the study guide for *Learning Theory and Applications* (first edition).

Contact: Nova University, Fort Lauderdale, Florida 33314 (305) 587-6660 Ext. 273



Johnnie Ruth Clarke, a National Lecturer in Learning Theory and Applications, is Assistant Dean of Academic Affairs at St. Petersburg Junior College. She received a B.A. degree from Florida A and M University, a Master of Arts degree from Fisk University and an Ed.D. degree from the University of Florida. Before accepting her present position, Dr. Clarke served as Personnel

Director at Florida A and M University, Tallahassee, Florida; Chairman of the Department of Social Science at Bethune-Cookman College, Daytona Beach, Florida; Research Assistant at Fisk University in Nashville, Tennessee; Dean of Instruction at Gibbs Junior College, St. Petersburg, Florida; summer consultant for the Equal Education Opportunity Institute at the University of Florida, Gainesville, Florida and a member of the institute's summer staff. She holds active membership in numerous educational associations, has served on many commissions and boards of higher education and is the author of several articles.

Contact: St. Petersburg Junior College, St. Petersburg, Florida 33733 (813) 544-2551



John Losak, a National Lecturer in Learning Theory and Applications, is Professor and Division Director for Counseling, Testing and Research at Miami-Dade Community College. He received a B.A. degree and a Master of Arts degree from the University of Florida and his Ph.D. degree from Florida State University. Before accepting his present position in 1963, Dr. Losak was a school psychologist

for the Dade County Board of Public Instruction. At Miami-Dade he served as an instructor of psychology and education (1963-1964); Coordinator of Testing (1964-1967); and from 1968 to 1969 was Chairman of the combined Department of Counseling and Testing. He has consulted and published in the areas of comparative psychology, the teaching of psychology, and the teaching of remedial education as it is related to the community college.

Contact: Miami-Dade Community College, North Campus, Miami, Florida 33167 (305) 685-4273



Patsy A. Ceros-Livingston, a National Lecturer in Learning Theory and Applications, is Associate Professor of Education at Florida Atlantic University. She received a B.A. degree from the University of Florida and a Master of Science degree and a Ph.D. Degree from Florida State University. Dr. Ceros-Livingston has served as a Research Associate with the Broward County School System,

Fort Lauderdale, Florida ('66-'66) and as a Principal Investigator on a Federal project at Florida Atlantic University ('68-'69). She has published many articles, has presented papers at scientific meetings and has received several honors including 1971 Teacher of the Year, College of Education.

Contact: College of Education, Florida Atlantic University, Boca Raton, Florida 33432 (305) 395-5100



and Director of Testing. He was an Associate Professor of Educational Psychology at the University of Illinois from 1964 to 1967

J. Don Boney, a National Lecturer in Learning Theory and Applications, is President of the Houston Community College System. He received a B.S. degree from Prairie View A and M College and his Master of Education and Ed.D. degrees from the University of Texas at Austin. From 1948 to 1964 he served several public school districts in Texas as a teacher, counselor, coordinator of Guidance

and during the last year also served as Director of Project Upward Bound. In 1967, Dr. Boney accepted a position at the University of Houston as Associate Professor of Educational Psychology and in 1970 was appointed Associate Dean of Graduate Studies, College of Education. From 1971 to 1973, immediately prior to his appointment as President, he was Chief of Instruction for the Houston Independent School District and from August 1971 to January 1972 he also served as Acting General Superintendent. He has received numerous honors and awards, has consulted for school districts in the states of Missouri, Minnesota, Illinois, Texas, Tennessee, Maine and Georgia. He has written a number of articles and is a member of several education committees.

Contact: Houston Community College System, Houston, Texas 77027 (713) 621-6140

The Educational Policy Systems in Higher Education

COURSE DESCRIPTION

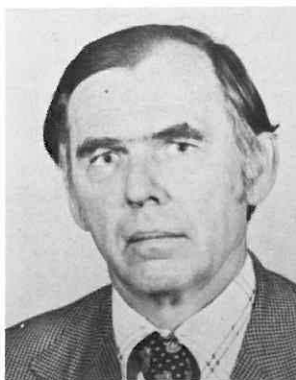
The policy module presents to the participant the areas of politics; the educator and politics; political systems approach; allocative theory; interest groups; tactics; community power structures; political influences; state political systems; state legislatures; the gov-

ernor; courts; state education departments; the state board of trustees; national education policies; presidential politics; the politics of research; curriculum and pedagogy.

OBJECTIVES

1. The student will study the processes of policy making in political organizations in the United States. He will be able to apply his understanding of these processes to community colleges as political organizations.
2. The student will study influence and its uses and will be able to apply these principles to cases of daily decision making and policy setting at all levels of community college organization.
3. The student will develop a sound understanding of the changing role of both the federal and state governments in the establishment of policy for higher education.
4. The student will study the non-government organizations that affect higher education policy and will be able to describe the impact of these organizations.
5. The student will select six issues of major significance to higher education for the last quarter of the Twentieth Century. He will be able to discuss the pros and cons of these issues and will have formulated a soundly based position concerning each.
6. The student will be able to describe the setting of his own institution in terms of the constraints placed on that institution by various organizations participating in educational policy.

In light of these constraints, current societal needs and future directions for higher education, he will be able to assess the appropriateness of the current policies on the institution by which he is employed. He will be able to make constructive recommendations for policy for the institution and concerning his own area of responsibility.



William Hugh McFarlane, a National Lecturer in Educational Policy Systems, is Professor of Philosophy and Chairman, Department of Humanities, George Mason University. He received a B.A. degree and a Ph.D. degree from the University of Virginia. From 1954 to 1957 he was Assistant Professor of Humanities at the University of Virginia, and immediately prior to his present position was

a lecturer in Philosophy at Christopher Newport College and the University of Virginia. He has written many articles; has consulted to many schools, school districts and colleges; and is a member of several local, state and national committees.

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Jay D. Scribner, a National Lecturer in The Educational Policy Systems in Higher Education, is Associate Professor, Chairman of Urban Educational Policy and Planning Program and Director of a Fellowship Program for the "Development of Managers for Educational Change" at the University of California at Los Angeles. He received his B.S. and Master of Arts degrees from the Uni-

versity of Maine and an Ed.D. degree from Stanford University. He served in the Maine public schools as a teacher, principal and administrative assistant from 1958 to 1963. From 1963 to 1968 he was a Research Assistant and Visiting Research Associate at Stanford University and the University of Oregon respectively. Dr. Scribner has presented over twenty-five papers to various learned societies and professional organizations and has published approximately twenty books and articles. He has served on many education committees and boards and has consulted to many schools and school districts.

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Clyde E. Blocker, a National Lecturer in The Educational Policy Systems in Higher Education, is President of Harrisburg Area Community College. He received his B.S. and Master of Science degrees from Indiana University and Ed.D. degree from Columbia University. From 1942 to 1954 he served several institutions including the United States Air Force, General American Insurance Company, the University of Tulsa and the Dallas Public

Schools. He was Dean at Flint Community Junior College, Flint, Michigan from 1954 to 1961 and Associate Professor, Educational Administration at the University of Texas at Austin from 1961 to 1964. Dr. Blocker has also served as Adjunct Professor and lecturer at six other colleges and universities, as a member and officer on more than thirty-five educational boards and commissions. He has been a professional consultant to over thirty colleges, schools, school districts and book companies and has published over one hundred books and articles. Dr. Blocker is also a Major Applied Research Advisor.

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Robert H. McCabe, a National Lecturer in Educational Policy Systems, is Executive Vice President of Miami-Dade Community College. He received a B.S. degree at the University of Miami, a Master of Science degree from Appalachian State College and a Ph.D. degree from the University of Texas at Austin. From 1952 to 1962 he served in a variety of roles with Dade County Public Schools,

Miami, Florida: was Assistant to the President of Miami-Dade Community College from 1963 to 1965 and then in 1965

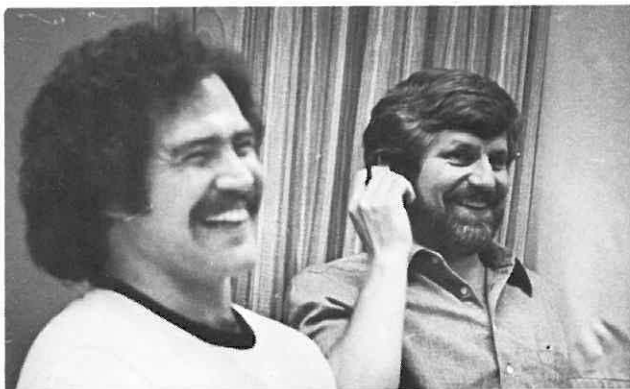
Sebastian V. Martorana, a National Lecturer in The Educational Policy Systems in Higher Education, is Professor of Higher Education and Research Associate at Pennsylvania State University. He received a B.S. degree from the State of Buffalo, M.A. and Ph.D. degrees from the University of Chicago. He has served in many post-secondary teaching and administrative positions. His experience includes work with the American Association of Junior College and with the United States Office of Education, Division of Higher Education; Associate Professor and Consultant for Junior Colleges at the State College of Washington; and Specialist for Community and Junior Colleges, United States Office of Education. From 1963 to 1972 he served New York State in several capacities. He was Director of the Office of Higher

became Vice President for the South Campus of Miami-Dade Community College. Then from 1967 to 1969 he served as President of Essex County College, Newark, New Jersey. Dr. McCabe has served on many boards and communities including National Planning Committees for the Southern Associations of Colleges and Schools and the American Association for Higher Education. From 1970 to 1972 he concurrently served as Director of four national projects awarded by the Department of Health, Education and Welfare. He is the author of several books and has served as Consulting Editor to the *The Journal of Environmental Education*.

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Education Planning ('63-'64); Assistant Commissioner for Higher Education Planning ('64-'65); Executive Dean of Two-Year Colleges ('65-'72) and from 1968 to 1972 he also served as Vice Chancellor for Community and Technical Colleges. Dr. Martorana has received many honors and awards and has served in and held leadership positions on numerous local, state and national committees, boards and councils. He is the author and co-author of several books and articles and has served as a higher education consultant for over thirty years.

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Societal Factors

COURSE DESCRIPTION

This module covers enculturation; impact of mass media; social stratification; social mobility; population growth; modification of educational process by technology; theories of social change; the role of the com-

munity; the role of industry; interactional patterns; bureaucratic hierarchy; differential standards; study of the community; use of community resources for students.

OBJECTIVES

1. To define the structure and composition of a community and its organizations for implementing the social function of education.
2. To define and explore the social and cultural forces which bear upon the institutional setting within which educational services are provided.
3. To review current major social problems and to explore their impact on the institution of education.
4. To understand the nature of social change and to examine the process by which change occurs, with special reference to a community college setting.
5. To review the actual and potential dimensions of a community college population, with an emphasis on implications for the college environment.
6. To identify individual roles in implementing goals and objectives within an institutional context and to explore the extent to which the structure of society determines these roles.

STUDY GUIDES

A study guide is provided for each of the six competency areas for which the student is responsible. The guide structures a particular content area and offers the student direction in his individual study program. It also outlines job-oriented activities and suggests further reading materials.

At the present time the guides are in print form; however, it is anticipated that study guides and other pertinent materials will soon be distributed on cassettes and video tapes. A microfiche delivery system is being developed to provide ERIC materials and back copies of higher education journals.

<i>STUDY GUIDE</i>	<i>AUTHOR(s)</i>	<i>DATE</i>
<i>Curriculum Development In Higher Education</i>	Barton R. Herrscher Dayton Y. Roberts John E. Roueche	April, 1973
<i>College Governance</i>	Frederick C. Kintzer Richard C. Richardson Louis W. Bender	August, 1972 (first edition) September, 1974 (second edition)
<i>Applied Educational Research and Evaluation</i>	Earl M. Hughes Edward R. Simco George M. Barton R.F. Mines	September, 1972 (first edition) September, 1973 (second edition)
<i>Learning Theory and Applications</i>	John M. Flynn John Losak	September, 1972 (first edition) July, 1974 (second edition)
<i>Educational Policy Systems In Higher Education</i>	Gerald E. Sroufe Robert H. McCabe	September, 1972 (first edition) September, 1973 (second edition)
<i>Societal Factors</i>	Jane E. Matson	September, 1974



SCHEDULE OF MODULE SEMINARS

Baltimore	F-73 POL	W-74 RES	S-74 CUR	F-74 GOV	W-75 THE	S-75 SOC	Su-75 BTYR
Boone	F-73 RES	W-74 SOC	S-74 CUR	F-74 THE	W-75 GOV	S-75 POL	Su-75 BTYR
Broward	Su-72 CUR	F-72 GOV	W-73 RES	F-73 SOC	W-74 POL	S-74 THE	Su-74 BTYR
Charlotte	F-73 POL	W-74 CUR	S-74 GOV	F-74 RES	W-75 THE	S-75 SOC	Su-75 BTYR
Chicago I	W-73 GOV	S-73 CUR	F-73 RES	W-74 THE	S-74 POL	F-74 SOC	W-75 BTYR
Chicago II	F-73 POL	W-74 GOV	S-74 SOC	F-74 THE	W-75 CUR	S-75 RES	Su-75 BTYR
Cleveland	F-73 GOV	W-74 RES	S-74 CUR	F-74 POL	W-75 SOC	S-75 THE	Su-75 BTYR
Fall River	F-73 THE	W-74 CUR	S-74 RES	F-74 GOV	W-75 POL	S-75 SOC	Su-75 BTYR
Fort Worth	F-73 RES	W-74 THE	S-74 GOV	F-74 POL	W-75 CUR	S-75 SOC	Su-75 BTYR
Fresno	F-73 SOC	W-74 GOV	S-74 RES	F-74 THE	W-75 CUR	S-75 POL	Su-75 BTYR
Hampton	S-73 RES	F-73 POL	W-74 THE	S-74 GOV	F-74 CUR	W-75 THE	S-75 BTYR
Hillsborough	F-72 RES	W-73 POL	S-73 SOC	F-73 CUR	W-74 GOV	S-74 THE	Su-74 BTYR
Houston	W-74 CUR	S-74 SOC	F-74 RES	W-75 GOV	S-75 THE	F-75 POL	W-76 BTYR
Jacksonville	F-72 CUR	W-73 GOV	S-73 RES	F-73 SOC	W-74 THE	S-74 CUR	Su-74 BTYR
Long Island	S-73 THE	F-73 GOV	W-74 RES	S-74 CUR	F-74 POL	W-75 SOC	S-75 BTYR
Los Angeles	F-73 RES	W-74 POL	S-74 GOV	F-74 THE	W-75 SOC	S-75 CUR	Su-75 BTYR
Miami-Dade	Su-72 CUR	F-72 GOV	W-73 RES	F-73 SOC	W-74 POL	S-74 THE	Su-74 BTYR
New Haven	F-72 POL	W-73 CUR	S-73 THE	F-73 GOV	W-74 SOC	S-74 RES	Su-74 BTYR
Nova	F-73 CUR	W-74 GOV	S-74 RES	F-74 SOC	W-75 THE	S-75 POL	Su-75 BTYR
Orlando	S-73 RES	Su-73 CUR	F-73 GOV	W-74 SOC	S-74 POL	F-74 THE	W-75 BTYR
Pensacola	S-73 CUR	F-73 THE	W-74 RES	S-74 SOC	F-74 GOV	W-75 POL	S-75 BTYR
Philadelphia	S-74 RES	F-74 GOV	W-75 POL	S-75 THE	F-75 CUR	W-76 SOC	S-76 BTYR
Puerto Rico	F-73 CUR	W-74 GOV	S-74 RES	F-74 SOC	W-75 THE	S-75 POL	Su-75 BTYR
Sacramento	F-72 CUR	W-73 GOV	S-73 RES	F-73 THE	W-74 POL	S-74 SOC	Su-74 BTYR
St. Petersburg	F-72 THE	W-73 CUR	S-73 POL	F-73 RES	W-74 SOC	S-74 GOV	Su-74 BTYR
San Francisco	S-73 RES	F-73 GOV	W-74 CUR	S-74 THE	F-74 SOC	W-75 POL	S-75 BTYR

KEY

CUR: Curriculum Development
 GOV: College Governance
 RES: Applied Educational
 Research and Evaluation
 THE: Learning Theory and Applications

POL: Educational Policy Systems
 SOC: Societal Factors
 BTYR: Begin Third Year
 F: Fall S: Spring
 W: Winter Su: Summer

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The Educational Policy Systems

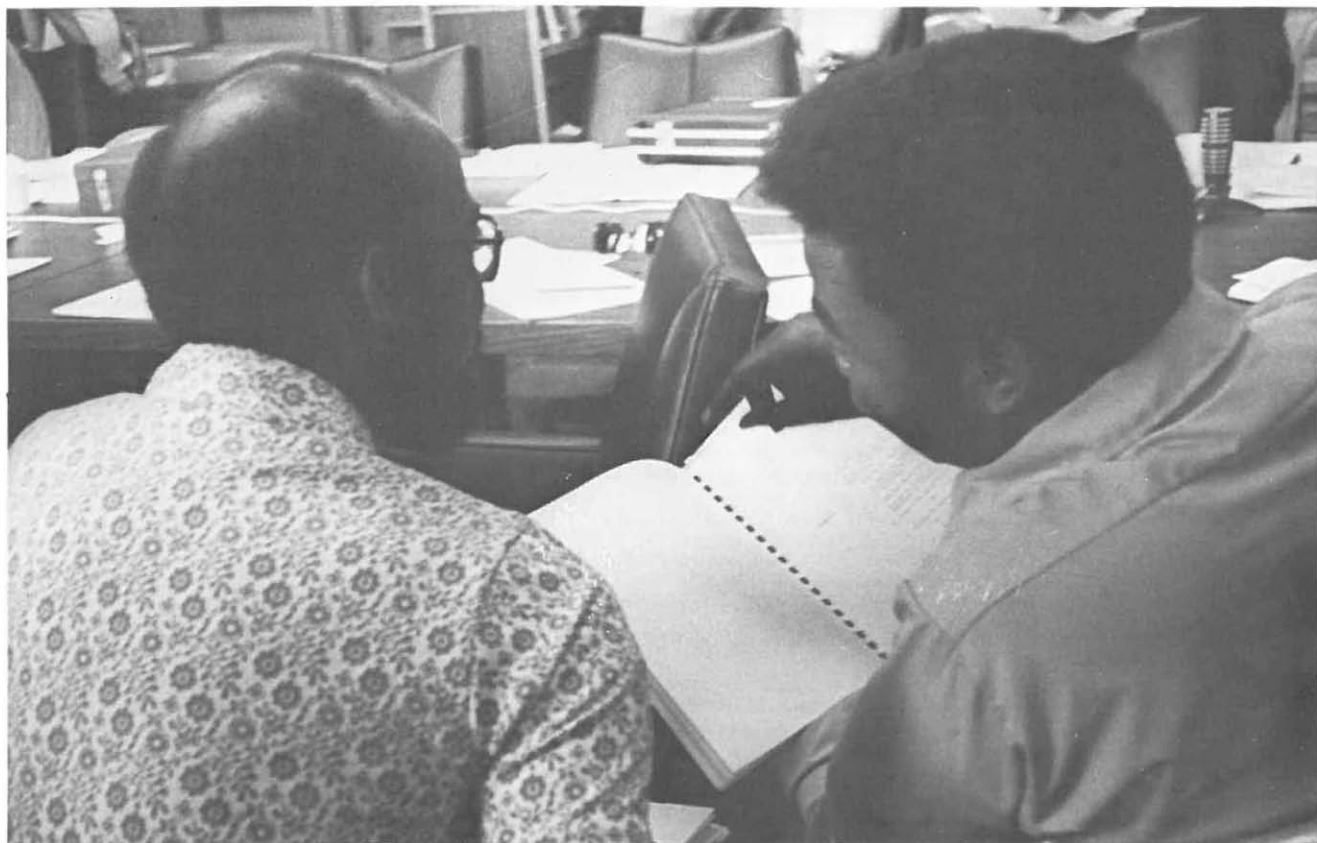
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PRACTICUMS

Students are responsible for field practicums which should be addressed to solving current problems in college situations. These problems must be identified, analyzed and explored for alternative solutions. An inferential projection of the probable consequence of each solution is required in addition to the selection of an optimum solution that can stand the test of reality. A report is required of participants at the end of each module.

The goal of the practicum process is the improvement of community colleges. Ideally, the project undertaken in the process would yield some change in the

institution concerned. Each participant is required to complete six practicums throughout the three years of the program. The first attempts at this change process are often cumbersome since many participants have not previously had this kind of experience. Nevertheless, our evaluation of the practicums completed later in a participant's program leads us to believe that rapid growth toward practicum quality is possible even in the first year.

Practicum Evaluators. A panel of community college leaders has been given the responsibility for evaluating practicums completed by Nova participants.



her present position, Dr. Clarke served as Personnel Director

Johnnie Ruth Clarke, a Practicum Evaluator for the modules Curriculum Development and Learning Theory and Applications, is Assistant Dean of Academic Affairs at St. Petersburg Junior College. She received a B.A. degree from Florida A and M University, a Master of Arts degree from Fisk University and an Ed.D. degree from the University of Florida. Before accepting

at Florida A and M University, Tallahassee, Florida; Chairman of the Department of Social Science at Bethune-Cookman College, Daytona Beach, Florida; Research Assistant at Fisk University in Nashville, Tennessee; Dean of Instruction at Gibbs Junior College, St Petersburg, Florida; summer consultant for the Equal Education Opportunity Institute at the University of Florida, Gainesville, Florida and a member of the Institute's summer staff. She holds active membership in numerous educational associations, has served on many commissions and boards of higher education and is the author of several articles.

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Prior to his 1969 appointment at Harper, he held positions at Shoreline School District, Seattle, Washington (1963 to 1964); Colorado State University, Ft. Collins (1964 to 1965); University of Hawaii, Honolulu (1966 to 1967); International School Association, Bangkok, Thailand (1967 to 1968); and from 1968 to 1969 he was Assistant Professor at the University of Maryland, College Park. Dr. Fischer has published several articles and is very active in his community and in projects and professional organizations related to community college work.

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Richard E. Gillies, a Practicum Evaluator for the module Societal Factors, is Dean of Student Personnel Services at Sacramento City College. He received a B.S. degree and a Master of Science degree from the University of Utah and his Ed.D. degree from the University of California at Los Angeles. Prior to accepting his present position Dr. Gillies was a Counselor and Instructor

at Cedar High School, Cedar City, Utah (1951-1955); a salesman with Standard Oil Company of California (1955 to 1956); Associate Professor and Dean of Students, College of Southern Utah, Cedar City, Utah (1956-1964); Associate Dean of Instruction at Imperial, California (1966 to 1968); and from 1968 to 1969 as Coordinator of the Evening College, Santa Barbara, California. He has received several honors in the field of education and has been the writer and director of several special education grants.

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James E. Lorion, a Practicum Evaluator for the module College Governance, is Director of Continuing Education at the Metropolitan Campus of Cuyahoga Community College. He received a B.A. degree from Michigan State University, a Master of Arts degree from the University of Michigan and a Ph.D. degree from The Ohio State University. Dr. Lorion has served at Cuyahoga as a Counselor,

Director of Admissions and Records and Dean of Student Services. Previously, he was Counselor at Flint Community Junior College in Michigan.

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John Losak, a Practicum Evaluator for the modules Applied Educational Research and Evaluation and Learning Theory and Applications, is Professor and Division Director for Counseling, Testing and Research at Miami-Dade Community College. He received a B.A. degree and a Master of Arts degree from the University of Florida and his Ph.D. degree from Florida State Uni-

versity. Before accepting his present position in 1963, Dr. Losak was a school psychologist for the Dade County Board of Public Instruction. At Miami-Dade he served as an instructor of psychology and education (1963-1964); Coordinator of Testing (1964-1967); and from 1968 to 1969 was Chairman of the combined Department of Counseling and Testing. He has consulted and published in the areas of comparative psychology, the teaching of psychology and the teaching of remedial education as it related to the community college.

Contact: Miami-Dade Community College, North Campus, Miami, Florida 33167 (305) 685-4273



Oscar Mink, a Practicum Evaluator for the modules Applied Educational Research and Evaluation and Learning Theory and Applications, is a Visiting Professor of Community College Education and Director of a National Institute of Mental Health project housed with the Junior College Leadership Program at the University of Texas at Austin. He received

an A.A. degree from San Bernardino Valley Union College and a B.S. degree and a Master of Science degree from Brigham Young University. Cornell University awarded him an Ed.D. degree. Dr. Mink has served on the faculties of Brigham

Young University, Salt Lake City, Utah; Ithaca College, Ithaca, New York; Utah State University, Logan, Utah; Cornell University, Ithaca, New York and West Virginia University, Morgantown, W. Va. He has also served as director of the Senior College Division of the National Laboratory for Higher Education and Headed an interdisciplinary staff of professionals in information systems, organization development and institutional research. He is the author and co-author of more than a dozen books and training manuals dealing with such diverse topics as statistics, the disadvantaged, reality therapy, guidance and counseling and instructional applications of operant learning.

Contact: The University of Texas at Austin, Austin, Texas 78712 (512) 471-7551



Donald F. Mortvedt, a Practicum Evaluator for the module Curriculum Development in Higher Education, is Dean of Instruction at College of the Mainland. He received a B.S. degree and an M.S. degree from Illinois State University and an Ed.D. degree from the University of Illinois. From 1957 to 1961 he was an Instructor and Counselor at Kansas City Junior College, Kansas

City, Kansas and an Instructor at Stephens College, Columbia, Missouri from 1961 to 1962. Dr. Mortvedt was at Spoon River College, Canton, Illinois from 1962 to 1970 as Director of Guidance Services and later as Dean of Students. One year immediately prior to his present position he was Associate Secretary for the Illinois Junior College Board, Springfield, Illinois. He has served as a consultant to many school districts and has presented several papers at professional meetings.

Contact: College of the Mainland, Texas City, Texas 77590
(713) 938-1211 Ext. 228



Richard C. Peters, a Practicum Evaluator for the module Curriculum Development, is the Director of Learning Resources at Thomas Nelson Community College. He received a B.A. degree from Milton College, a Master of Arts degree from Appalachian State University and an Ed.D. degree from the University of Southern Mississippi. From 1963 to 1966 he was with the Training Aides Division

Office, U.S. Army, Fort Bragg, North Carolina; a Research Assistant at the University of North Carolina, Chapel Hill, from 1966 to 1967; and from 1967 to 1968, an Audiovisual Specialist with an Experimental Model School in the Charlotte-Mecklenburg Schools, Charlotte, North Carolina. For two years immediately prior to his present position, Dr. Peters was a teaching Fellow and Instructor at the University of Southern Mississippi, Hattiesburg.

Contact: Thomas Nelson Community College, Hampton, Virginia
23670 (804) 826-4800



William C. Prentiss, a Practicum Evaluator for the modules College Governance and Educational Policy Systems, is Chairman of the Department of Social Sciences at Valencia Community College. He received a B.A. degree from the University of the South, Sewanee, Tennessee, a Master of Arts degree from the University of Virginia and an Ed.D. degree from the University of Florida.

Dr. Prentiss has served as Academic Dean of Florida Military School and as Adjunct Professor for the University of Florida.

Contact: Valencia Community College, Orlando, Florida (305)
299-5000



Kansas City, Kansas from 1961 to 1964; was Statistical Associate and Project Director for a Special Validity Study

Gary E. Rankin, a Practicum Evaluator for the modules Applied Educational Research and Evaluation and Societal Factors, is Dean of Student Services at William Rainey Harper College. He received a B.S. degree and a Master of Science degree from the University of Kansas and his Ph.D. degree from Colorado State College. He taught mathematics and science for Washington School District,

of the College Level Examination Program at Educational Testing Service, Princeton, New Jersey from 1966 to 1968. From 1968 to 1970 he was Director of Testing and Associate Dean of Students at Essex County College, Newark, New Jersey. Dr. Rankin has served as Chairman and board member of several professional committees, as a testing consultant and as a discussant and presenter at APGA Conventions. He is the co-author of several articles published in the *Junior College Review* and the *American Association of Community and Junior Colleges*.

Contact: William Rainey Harper College, Palatine, Illinois 60067
(312) 397-3000



Norman L. Stephens Jr., a Practicum Evaluator for the module Curriculum Development, is Director of Educational Planning and Research at St. Petersburg Junior College. He received a B.S. degree, a Master of Education degree and an Ed.D. degree from the University of Florida. From 1966 to 1968 he was a Doctoral Fellow at the University of Florida and from 1968 to 1972 prior to assuming

administrative duties, Dr. Stephens was Assistant Professor of Chemistry and Physical Science at the Clearwater Campus, St. Petersburg Junior College, Clearwater, Florida. He is a member of the Advisory Council of the National Center for Higher Education Management Systems and was project director for his institution during the period of participation in the *Community College Consortium for Field Testing Products of the National Center for Higher Education Management Systems*.

Contact: Central Administration, St. Petersburg Junior College,
St. Petersburg, Florida 33733 (813) 546-0011

SUMMER INSTITUTE

Once each year a one-week institute will be held at Nova University. A participant is required to attend two Institutes during the three years of the Program. The purpose of the Institute is to bring together the participants, cluster coordinators, practicum evaluators, national lecturers and other nationally known educators to express and share ideas. Material is presented that explores the

deeper implications of each core area. These symposiums are intended to elaborate on applied theory, and they focus on current issues in higher education. This intermingling of participants from different parts of the country is expected to provide an enriched environment for the overall Institute.

First Annual Summer Institute—1973

Knitting It All Together

People Working with Participants at The Institute

Louis W. Bender, Ed.D., Professor of Higher Education, Florida State University, Tallahassee, Florida

Michael M. Bennett, Ed.D., President, St. Petersburg Junior college, St. Petersburg, Florida

Joseph B. Cook, Ed.D., Associate Professor of Education, Florida Atlantic University, Boca Raton, Florida

Don Creamer, Ed.D., Dean of Students, El Centro College, Dallas, Texas

John M. Flynn, Ed.D., Associate Professor of Educational Psychology, Nova University, Fort Lauderdale, Florida

Joseph W. Fordyce, Ed.D., President, Junior College District of St. Louis, St. Louis, Missouri

Edmund J. Gleazer, Jr., Ed.D., President, American Association of Community and Junior Colleges, Washington, D.C.

James F. Gollattscheck, Ph.D., President, Valencia Community College, Orlando, Florida

B. Lamar Johnson, Ph.D., Professor of Higher Education, University of California, Los Angeles, California

Frederick T. Lenfestey, Ed.D., President, Polk Community College, Winter Haven, Florida

Peter Masiko, Jr., Ph.D., President, Miami-Dade Community College, Miami, Florida

Robert H. McCabe, Ph.D., Executive Vice President, Miami-Dade Community College, Miami, Florida

Leland Medsker, Ed.D., Professor of Higher Education, University of California, Berkeley, California

Sidney Micek, Ph.D., Senior Staff Associate, National Center for Higher Education Management Systems, Boulder, Colorado

R. F. Mines, Ph.D., Dean of Research and Planning, Miami-Dade Community College, Miami, Florida

Marlene Mitchell, Ph.D., Assistant Professor of Education, University of Minnesota, Minneapolis, Minnesota

Terry O'Banion, Ph.D., Professor of Higher Education, University of Illinois, Urbana, Illinois

Donald T. Rippey, Ed.D., President, El Centro College, Dallas, Texas

John E. Roueche, Ph.D., Director and Professor of the Community College Leadership Program, University of Texas, Austin, Texas

Dale Tillery, Ph.D., Professor of Education and Director, Programs in Community College Education, University of California, Berkeley, California

Bruce W. Tuckman, Ph.D., Professor of Education, Rutgers University, New Brunswick, New Jersey

James Wattenbarger, Ed.D., Professor and Director of the Institute of Higher Education, University of Florida, Gainesville, Florida

Paul Wing, Ph.D., Senior Staff Associate, National Center for Higher Education Management Systems, Boulder, Colorado

Benjamin R. Wygal, Ph.D., President, Florida Junior College at Jacksonville, Jacksonville, Florida

*Titles and Affiliations as of the date of service with the Institute.

Second Annual Summer Institute—1974

Knitting It All Together and Implementing Change in Higher Education

People Working with Participants at The Institute

Louis W. Bender, Ed.D., Professor of Higher Education, Florida State University, Tallahassee, Florida

Clyde E. Blocker, Ed.D., President of Harrisburg Area Community College, Harrisburg, Pennsylvania

Johnnie Ruth Clarke, Ed.D., Assistant Dean of Academic Affairs at St. Petersburg Junior College, St. Petersburg, Florida

Arthur M. Cohen, Ph.D., Associate Professor of Higher Education, University of California, Los Angeles, and Director, ERIC Clearinghouse for Junior Colleges

Joseph B. Cook, Ed.D., Associate Professor of Education, Florida Atlantic University, Boca Raton, Florida

Paul L. Dressel, Ph.D., Director of Institutional Research, Assistant Provost and Professor of University Research, Michigan State University, East Lansing, Michigan

Edmund J. Gleazer, Jr., Ed.D., President, American Association of Community and Junior Colleges, Washington, D.C.

Barton R. Herscher, Ed.D., Consultant in Higher Education, Austin, Texas

John Losak, Ph.D., Professor and Division Director for Counseling, Testing and Research, Miami-Dade Community College, Miami, Florida

Jane E. Matson, Ed.D., Professor of Education at California State University, Los Angeles, California

Robert H. McCabe, Ph.D., Executive Vice President, Miami-Dade Community College, Miami, Florida

Leland L. Medsker, Ed.D., Director, Project on Nontraditional Education, Center for Research and Development in Higher Education, University of California, Berkeley, California

R. F. Mines, Ph.D., Dean of Research and Planning, Miami-Dade Community College, Miami, Florida

Marlene Mitchell, Ph.D., Assistant Professor of Education, University of Minnesota, Minneapolis, Minnesota

William Moore, Jr., Ph.D., Professor of Education, Ohio State University, Columbus, Ohio

James H. Nelson, Ed.D., Professor of Administration and Higher Education, Michigan State University, East Lansing, Michigan

Terry O'Banion, Ph.D., Professor of Higher Education, University of Illinois, Urbana, Illinois

Arden L. Pratt, Ph.D., Dean, Vocational Technical Institute, Southern Illinois University, Carbondale, Illinois

Max R. Raines, Ph.D., Professor of Administration and Higher Education, Michigan State University, East Lansing, Michigan

Dayton Y. Robert, Ph.D., Professor of Higher Education, Texas Tech University, Lubbock, Texas

John E. Roueche, Ph.D., Director and Professor, Community College Leadership Program, The University of Texas, Austin, Texas

John Strickler, Ed.D., Associate Professor of Education, University of Miami, Miami, Fla.

Constance D. Sutton, M.A., Assistant Professor, Staff Development, Miami-Dade Community College, Miami, Florida

Dale Tillery, Ph.D., Professor of Education, Rutgers University, New Brunswick, New Jersey

Bruce W. Tuckman, Ph.D., Professor of Education, Rutgers University, New Brunswick, New Jersey

Carol Zion, Ph.D., Professor, Director of Staff and Organization Development, Miami-Dade Community College, Miami, Florida

CLUSTER COORDINATORS

A cluster coordinator is appointed for each cluster that is formed. He acts as an administrative leader and business manager, and he is the liaison between Nova University and the cluster members. His role is one of advisor, ally and ombudsman to the participants. All cluster coordinators hold a doctoral degree or the equivalent.

If additional information about the coordinators and participants is desired, a supplemental directory will be mailed upon request to the National Ed.D. Program for Community College Faculty at Nova University.

Not pictured—

Valda Robinson
Hillsborough, FL



Anita Barrett
Ft. Worth, TX



James Chinn
Broward and Nova, FL



Leland Cooper
Boone, NC



John Davitt
Los Angeles, CA



Juan Garcia-Passalacqua
Puerto Rico



Philip Gearing
Jacksonville, FL



Richard Gillies
Sacramento, CA



Ethel Greene
Chicago II, IL



James Harding
Houston, TX



Virgil Hollis
San Francisco, CA



Richard Krall
New Haven, CT



Ward Lasher
Fresno, CA



Margaret Lindman
Chicago I, IL



James Lorion
Cleveland, OH



William A. McIntosh
Charlotte, NC



George Mehallis
Miami-Dade, FL



Betty Ann Metz
Fall River, MA



Richard Peters
Hampton, VA



William Prentiss
Orlando, FL



Myles Ren
Long Island, NY



Norman Stephens
St. Petersburg, FL



Kenneth Varcoe
Philadelphia, PA



Robert Vargas
Baltimore, MD



Herbert Vandort
Pensacola, FL

**ADVISORY PANEL, NATIONAL Ed.D PROGRAM
FOR COMMUNITY COLLEGE FACULTY**



Joseph W. Fordyce, Ed.D., *President of
the St. Louis District Junior College,
St. Louis, Missouri 63110 (314) 644-6353*



Robert Gagné, Ph.D., *Professor of Educational Research, Florida State University, Tallahassee, Florida 32306 (904) 222-4070*



B. Lamar Johnson, Ph.D., *Professor of Higher Education Emeritus, University of California, Los Angeles, California 90024 (213) 825-2621*



Leland L. Medsker, Ed.D., Director, Project on Nontraditional Education, Center for Research and Development in Higher Education. University of California, Berkeley, California 94704 (415) 642-5769



Joe B. Rushing, Ph.D., Chancellor, Tarrant County Junior College, Fort Worth, Texas, 76102 (817) 336-7851



William DeHomer Waller, Ed. D., President, South Central Community College, New Haven, Connecticut 06510 (203) 772-3472



James L. Wattenbarger, Ed.D., Professor and Director, Institute of Higher Education, University of Florida, Gainesville, Florida 32601 (904) 392-0746

ADMISSION REQUIREMENTS AND ENROLLMENT

While the off-campus program is flexible in that it is possible for a participant to continue his or her present employment concurrently with working toward a doctoral degree, the Program is performance-oriented. An inherent thrust for quality is monitored through competency examinations and evaluation reports. Enrollment in Nova University's Ed.D. Program in administration, behavioral science or curriculum, will be restricted to individuals

who hold a master's degree granted by an accredited institution, hold a community college certificate (if this is a state requirement) and are employed by a community college or another area of higher education that deals with community college transfers. Each applicant must secure three letters of recommendation from leaders in community colleges. These letters must indicate the performance of the applicant as a teacher or administrator.

FINANCIAL INFORMATION

Participants in the program are eligible for federally insured loans. The program is also approved for Veterans Administration educational assistance allowances at three-quarter time.

Working at a normal pace, a participant can expect to complete the doctoral degree within three years. The tuition fee must be paid for each of the three years of work. If additional time is needed, a special maintenance fee will be assessed until the Major Applied Research Project is completed.

There is a \$200 deposit required with the application form plus a non-refundable \$25 processing fee. Tuition is \$1,800 for each year of study (beginning September, 1975).

TO OBTAIN APPLICATION FORMS, WRITE:

Community College Ed.D. Program
Director of Admissions
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314

Two yearly payment plans are available:

1. Full payment prior to beginning a year's work

First year—\$1825

Second and third years—\$1815 (includes non-refundable \$15 registration fee)

2. Partial payment plan

First year (\$1875 total)

WITH APPLICATION

\$225 (includes non-refundable
\$25 processing fee)

FIRST PARTIAL PAYMENT

\$500

SECOND PARTIAL PAYMENT

\$575 (includes \$25 service fee)

THIRD PARTIAL PAYMENT

\$575 (includes \$25 service fee)

Second and third years (\$1865 total)

FIRST PARTIAL PAYMENT

\$715 (includes non-refundable
\$15 registration fee)

SECOND PARTIAL PAYMENT

\$575 (includes \$25 service fee)

THIRD PARTIAL PAYMENT

\$575 (includes \$25 service fee)



John A. Scigliano, Director of the National Ed.D. Program for Community College Faculty, received a B.S. degree from Florida State University and an M.Ed. degree and Ed.D. degree from the University of Florida. He also completed additional graduate work in electrical engineering at the University of Illinois. Prior to his appointment at Nova University he served in the United

States Marine Corps as a pilot and squadron electronics officer (1955-1959); in engineering design and sales for Foran Systems

and W.G. Beal, Inc. (1960-1961); instructor of electronics at Pensacola Technical High School (1961-1964); instructor of electronics, Department Chairman and Division Chairman of Technical Education at Broward Community College, Ft. Lauderdale, Florida from 1964 to 1968. From 1968 to 1970 he was an NDEA Fellow at the University of Florida. He has served on the faculty of the University of Georgia and as an Adjunct Professor for Florida International University and Florida Technological University. Dr. Scigliano has published several books and articles and has served as consultant to the Georgia State Department of Education and a number of schools and school districts in Georgia. He came to Nova University in 1971 and became Director of the Ed.D. Program in 1972.



George M. Barton, is the Director of Instruction for the National Ed.D. Program for Community College Faculty. He received a B.S. degree from Florida Southern College and his Master of Education and Ed.D. degrees from the University of Florida. He taught at the University of Florida, Gainesville, Florida from 1960 to 1961; he was Director of Student Personnel at Daytona

Beach Junior College, Daytona Beach, Florida from 1962 to 1966; Program Director, Junior College Programs at Edu-

cational Testing Service, Princeton, New Jersey from 1966 to 1968; and from 1968 to 1969 he was the Dean of Student Affairs at Essex County College, Newark, New Jersey. From 1969 to 1973 he served Hillsborough Community College, Tampa, Florida as Director of Institutional Research, Collegium Dean and Dean of Educational Systems. He has been a consultant and speaker at many national workshops and Innovation Institutes. He has served on several national committees, the current assignment being a member of the Outcomes of High Education Task Force of the National Center for Higher Education Management Systems.

Dr. Barton is the author of a number of articles and books; has served as Adjunct Professor of Research and Evaluation at the University of South Florida, Tampa, Florida and Nova University.



Leland L. Medsker is Director of Major Applied Research Advisors for the National Ed.D. Program for Community College Faculty. He received a Bachelor's degree from Northwestern State University, an M.B.A. degree from Northwestern University and an Ed.D. degree from Stanford University. From 1956 to 1974 he served in a number of positions at the University of California at Berkeley.

He was Vice-Chairman, Center for the Study of Higher Education (1956-1966); Acting Chairman, Center for Research and Development in Higher Education (1966-1967); Director, Center for Research and Development in Higher Education (1967-1972); and Director, Project on Nontraditional Education, Center for Research and Development in Higher Education (1973-1974). Prior to his appointment at Berkeley, Dr. Medsker was, from 1950 to 1956, President of East Contra Junior College (now Diablo Valley College), and from 1946 to 1950 was Director of Wright Junior College, Chicago, Illinois. He has published many books and articles, has served and been an officer on several national committees and boards. He was twice President of the American Association for Higher Education.



Ross E. Moreton, Director of Research and Evaluation for the National Ed.D. Program for Community College Faculty, received a B.S. from Carson-Newman College, a Master of Arts degree from East Tennessee State University and an Ed.D. degree from the University of Mississippi. He was a junior high school science and math teacher (1961-1964); principal of a 1-12 school (1964-1966)

and an instructor at The University of Mississippi from 1966 to 1968. From 1968 to 1972 he served Hillsborough Community College, Tampa, Florida as Associate Dean of Instruction, Associate Dean of Branch Campuses, Dean of Instructional Programs and Provost-Campus Director of Plant City. He has served a number of education committees and councils as well as holding membership in several local, state and national professional and civic organizations.

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